In-class Writing: Apotheosis

Joseph Campbell defines the ***apotheosis*** as the stage of the hero’s journey where “he comes to a realization about the purpose of life and himself. With an expanded consciousness, he views the world in an entirely different way than when he first started his journey. Usually, the hero at this point becomes a selfless person who always cares for others before himself” (“The heroic monomyth”).

You are to compose a multi-paragraph composition that analyzes the apotheosis Beowulf undergoes. Some things to consider:

* *What steps lead up to Beowulf’s apotheosis?*
* *At what point of the story does Beowulf achieve his apotheosis?*
* *Bear in mind, not all parts of the above definition need to occur for the hero to undergo the apotheosis.*

You should adhere to the following guidelines as you are writing:

* Feel free to use any notes you have previously taken.
* You should use at least two (2) quotes from your chosen work.
* You may write a draft ahead of time; if you choose to do this, consider the writing you do in class to a second draft.
* You will have 35 minutes to compose your draft in class.
* 3-4 paragraphs are preferred.
* See the rubric for specific grading information.

We will be writing in class on Friday, September 25. It will be due by the end of class.

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| Apotheosis – In-class Writing Teacher Name: **Mr. Craig**  Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| CATEGORY | **4** | **3** | **2** | **1** | |
| **Focus on Topic (Content)** | There is one clear, well-focused topic. Main idea stands out and is supported by detailed information. | Main idea is clear but the supporting information is general. | Main idea is somewhat clear but there is a need for more supporting information. | The main idea is not clear. There is a seemingly random collection of information. | |
| **Support for Topic (Content)** | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported. | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported. | Supporting details and information are typically unclear or not related to the topic. | |
| **Sentence Structure (Sentence Fluency)** | All sentences are well-constructed with varied structure. | Most sentences are well-constructed with varied structure. | Most sentences are well-constructed but have a similar structure. | Sentences lack structure and appear incomplete or rambling. | |
| **Grammar & Spelling (Conventions)** | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. | |

TOTAL: \_\_\_\_\_/16